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ABSTRACT

This publication describes the comprehensive training program administered by the Agency for International Development (Aid) for foreign nationals in those fields most directly related to the economic, technical, and social needs of developing countries. Through the program, qualified candidates of developing countries are educated and trained in the United States and other countries where opportunities exist for relevant learning and problem solving. One of the primary objectives of U.S. development assistance is the development of human resources and the building of self-reliant and productive societies. Since the program's inception in 1941, over 170,000 participants from 135 countries have received special training in the areas of education, agriculture, industry, public health and safety, family planning, public administration, labor organization, and youth leadership. Over 99 percent of all participants in the training program returned to their home countries to work and train others in these fields. The publication contains brief descriptions of the following: (1) academic training provided through the program; (2) specialized and on-the-job training; (3) observation training; (4) emphasis on population and family planning; (5) training the trainers; (6) locating new avenues for training; and (7) complementary programs which add to the training experience. (Author/RM)

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Training for Development: The Road to Self Reliance

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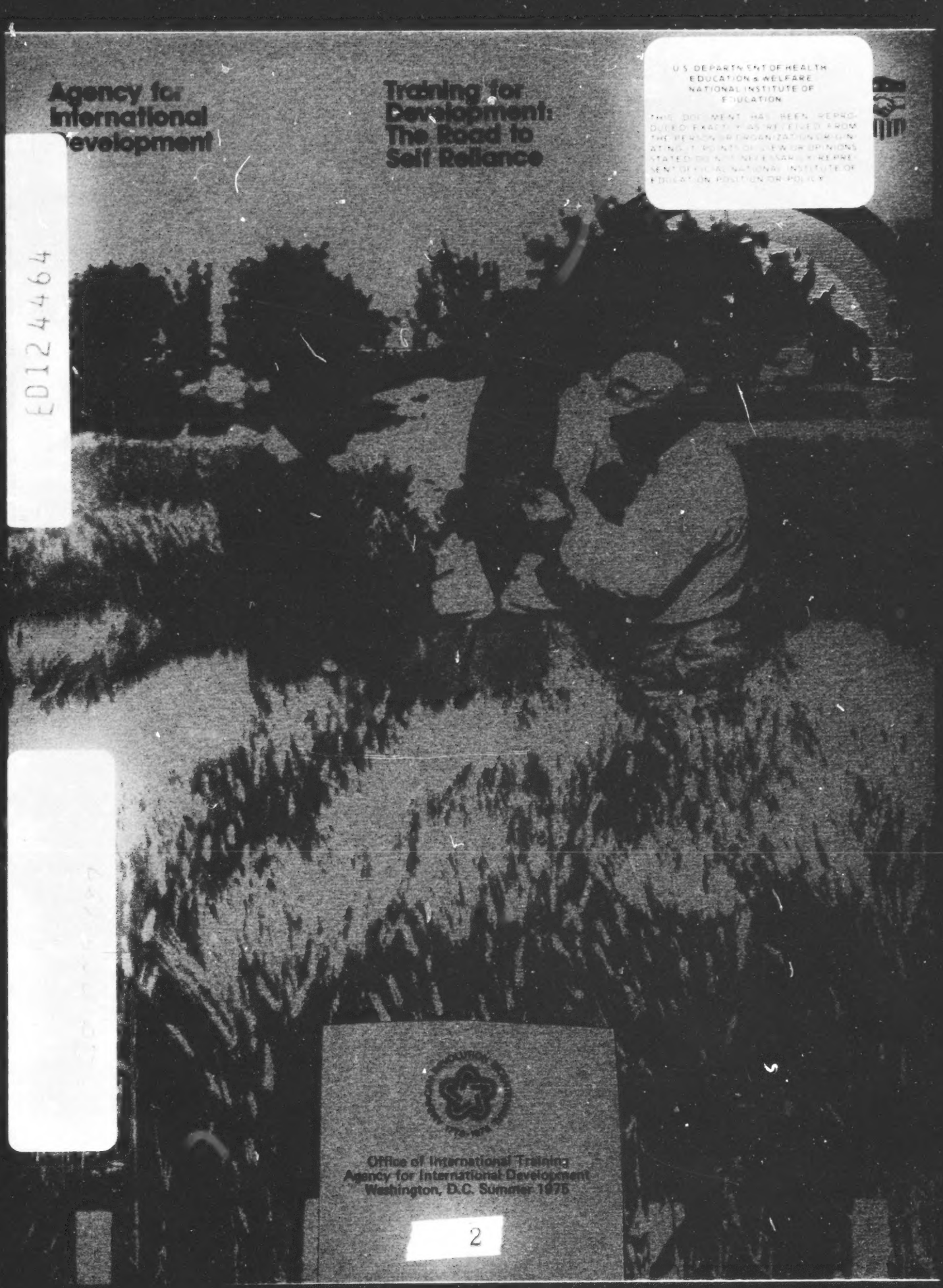

Office of International Training
Agency for International Development
Washington, D.C. Summer 1975

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The Road to Self Reliance

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The building of self-reliant and productive societies is the major purpose of the U.S. foreign aid program. With the conviction that the goal can be achieved only through the efforts of human resources, the Office of International Training of the Agency for International Development administers a comprehensive training program for foreign nationals in those fields most directly related to the economic, technical and social needs of developing countries.

Through the Agency's International Training Program, qualified candidates of developing countries are educated and trained in the U.S. and in other countries where opportunities exist for the relevant learning and problem-solving.

Since the program's inception in 1941, over 170,000 Participants from 135 countries received special training in the areas of education, agriculture, industry, public health and safety, family planning, public administration, labor organization and youth leadership. Over 99 percent of all Participants in the training program returned to their home countries to work and train others in these fields.

At the beginning of the 70's, approximately 13,000 citizens of Latin America, East and South Asia, the Near East and Africa were being trained annually. In recent years, the numbers have dropped to some 8,000 annually. While new countries are participating in the program, other countries are now equipped to take greater responsibility for their own growth and development.

One of the primary objectives of U.S. development assistance is the **development of human resources.** The fundamental emphasis has been and continues to be in the training of leaders and the building of institutions in countries whose survival as independent nations depends on their social and economic development.

Many participants and groups who have successfully applied their AID-sponsored training in their own countries bear witness to the personal and professional growth of those who have taken the challenge. Nations grow in self-reliance when they strive to develop their natural resources—the land, the water, the forests and the minerals—through increased training and educational development of their human resources.

1. Photo shows participant in the middle of a corn crop in the Delta area of the Paraná River obtained through the construction of a dam which protects it against flooding. This is clear proof of the technical progress achieved towards the recovery of flooded areas in this region of Brazil.

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Learning Opportunities: An On-Going Program

The strength and durability of a nation is largely dependent on the extent of its citizens' education and training. The AID technical assistance program is geared to meet specific country requirements. A number of types of training programs exist to assist those countries which are striving to develop their own human resources.

Academic Training

Over 50 percent of Participants in the training program are enrolled in U.S. colleges and universities. Some seek degrees but all study in fields that will be of importance to the development of their own countries. Of this group, most are in graduate programs; a steadily increasing number of countries have established their own undergraduate institutions or have expanded training opportunities at that level. Many Participants enrolled in upper level schools have schedules combining academic study and practical training.

Through the AID program, a Peruvian computer programmer and associate profesor of mathematics earned his Ph.D. in econometrics at Iowa State University, where he learned how computers can be put to effective use in his country. He is now planning oil and oil by-products production for all of Peru, and is using computer programs for financial decisions and simulation languages for a multi-national bulk carrier fleet for the Andean countries.

A participant from Nicaragua who earned a B.S. in animal husbandry returned to his native country to provide technical assistance in livestock management, nutrition and farm infrastructure to borrowers of the National Bank of Nicaragua. Most recently the Bank appointed him Manager of a large, modern swine production enterprise.

After earning her M.S. in 15 months from the University of Arizona, one Indonesian participant returned to her duties as a lecturer in Agricultural Sciences at Hasanuddin University. Because of her competence and leadership, she was elected Dean of the Faculty of Agriculture in 1972, the first Indonesian woman to hold such a high academic title. Through this Participant's efforts, the faculty has received many Governmental contracts for agricultural research; and with the assistance of donors, several faculty members are now being trained in the Philippines, Australia and the United States.

Studying under an AID-sponsored program at the University of North Carolina, a Costa Rican engineer came in contact with concepts and methodologies which had wide application to his managerial and organizational responsibilities. As director of the National Planning Office, he helped create a national development plan to promote general economic and social development in agriculture, industry, and public investment in Costa Rica. His keen perception and abilities led to an assignment to coordinate electrification, port development and transportation projects in the Central American region. Further studies and other opportunities led to his present position of Minister of Transport.

1. Jose *PORTILLO* Campbell, PhD in Economics with major in Operations Research (man with glasses) with USAID Training Officer
2. Plant Visit at Anemostat Corporation, Scranton, Pennsylvania

Specialized and On-the-Job Training

While education is a major thrust of the International Training Program, emphasis is also placed on specialized and on-the-job training. Unique programs are created by the Office of International Training to meet particular manpower development needs required to reach specific objectives of a developing country.

One successful program of specialized training originated when an agreement was signed by the Governments of Brazil and the United States represented respectively by the National Bank for Economic Development and AID. The goal of the program was two-fold: to train a nucleus of key personnel in skills required for accelerated and sound expansion of capital markets, and to establish a permanent institution in Brazil able to train personnel from private and public sectors on a continuing basis.

To reach the first objective, 100 Brazilians were selected on the basis of achievement in an initial six-month in-country course and on English language ability. The Participants attended a special three-month course at New York University which included on-the-job training at various private commercial institutions and government agencies in New York and Washington, D.C.

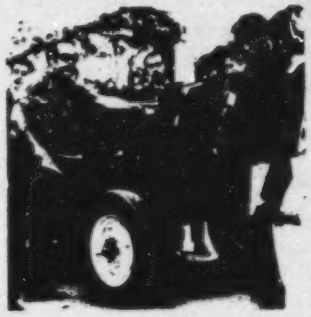
Overall, the group had a marked impact on the growth of popular participation in the capital market. Although the program does not provide training solely for reasons of personal advancement, some became directors or asociate directors of leading banks and investment and brokerage firms. Over a six-year period companies listed on the Rio Stock Exchange grew from 85 with an average daily sale of 3150 shares to 105 with 68,000 shares sold daily. Over 100 mutual funds are now traded in Brazil with participation growing rapidly.

The second objective of the program was a natural evolution growing out of the achievements of the original group of Participants. Several courses—conducted by those first Participants—are being given in Brazil's business communities. Financial institutions are providing training programs. The Getulio Vargas Foundation, through its Schools of Public Administration in Rio de Janeiro and Business Administration in Sao Paulo, has sent professors to the U.S. for further training. Both schools have now established courses in capital markets and several other academic institutions have added the subject to their curricula.

Another example of the "ripple" effect in training is exemplified by a case history from Ghana. A predominantly agricultural country, Ghana was interested in improving crop production through the coordination of the government's Crop Production Division and Extension Services. Specifically, it wanted to improve agricultural production by direct dissemination of the newest and most effective techniques and methods to extension agents and farmers.

A candidate for this assignment had already been trained in home economics with emphasis on food and nutrition under AID's International Training Program. Since her return to Ghana after two training periods in the United States, she has revised a home economics program for urban and rural housewives and has given on-the-job training to officers in charge of district home extension programs. These achievements along with her plans to organize food preservation clubs and her projects for farm youth will have far-reaching influence in the daily lives of the people of Ghana.

Advances in agriculture, education and family planning have all been made in Tunisia through the AID program. Returned participants employed in the Tunisia Livestock Production project initiated, planned and conducted in-residence training courses for project personnel stationed in five Northern Governorates. Other Participants who staff the Graduate School of Management at the University of Tunis have conducted seminars in business education for government officials and employees of the private sector. Training of Participants in family planning has the broad goal of bringing Tunisia's population growth rate into line with national resources and development prospects.



1. Egg production forms a profitable activity for a participant from Thailand.

Observation Training

Observation training played an important part in a large project to create self-reliant public administration programs in Pakistan. Conducted over a several-year period, the program focused on the expansion of in-service training, adoption of research and consultation activities and the modernization of public administration educational programs.

Some 50 Pakistanis were enrolled in academic and observation training programs under AID auspices in the United States; since then, some 2000 government administrators have been trained by three National Institutes of Public Administration (NIPA) which were established early in the program. Additionally, over 200 foreign experts have received orientation courses as a community service.

Each of the self-supporting NIPAs now has a U.S.-trained librarian, a 6000-volume library and its own quarterly journal. The Institutes publish proceedings of important conferences, carry on research and management studies and provide consultant services to government agencies.

Management Seminars: To Develop Leadership

Two-week Seminars on the development of management skills are another facet of the AID training program for foreign nationals. The course introduces Participants enrolled in other training programs to modern management techniques which they can use to aid in the development of their own countries.

Created by the General Management Training Center of the U.S. Civil Service Commission on a contract with AID, the seminars impart proven management techniques, concepts and tools to Participants who may be called upon to take leadership and managerial roles on their return to their home countries.

Lectures, discussion groups, management games, studies of case histories and problem-solution formats comprise the course. Special attention is given to relating seminar activities to back-home application.

Advanced Seminars: An Evolving Program

While the international training programs continue for foreign nationals in America's colleges, universities, factories, businesses and other institutions, new Advanced Seminars on AID Participant Training are being developed for foreign government officials.

1.

In line with the AID low-profile policy overseas, decreasing the number of U.S. direct-hire training officers, the Advanced Seminars are designed to assist host governments and sponsoring institutions in taking responsibility for the administration of the AID-host country training and human resources development programs.

The principles of managerial technology are taught in the Seminars so that host government officials and locally-hired AID Mission employees can learn how to encourage the use of the trained manpower of Participants to achieve large-scale and complex objectives. The Seminars also promote a professional and cultual interchange of ideas, work expedience and individual country practices.

The non-technical aim of the seminars is to orient the host government officials to the U.S. so that they may better interpret the social, political and economic institutions and systems by observing, first-hand, American homes, factories, government offices, universities and other institutions.

2.

1. Examining computer printout with team partners. Computer Center, Syracuse University.
2. Pre-Departure Orientation, USAID Conference Room.

Population and Family Planning: An Increasing Emphasis

With world population expected to reach some 7.5 billion people by the year 2000, increasing importance is being placed on population growth and family planning in the AID technical assistance programs.

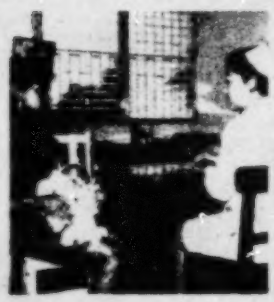
Because the field is rapidly expanding, new programs are announced frequently both by private and public institutions. The Office of International Training keeps abreast of new programs to expand its knowledge of developments in this area so that it may be responsive to training requests from countries participating in AID programs.

The subject of population and family planning is encountered in nearly every type of training to which the Participant is exposed. In addition to academic degrees and graduate programs, on-the-job, specialized and observation training are also available in this critical field. Workshops and seminars, given as single offerings or at stated intervals, further extend the training and awareness program in the continuing attempt to expose problems and solutions to international Participants.

An integral part of the Population Impact Awareness Program of AID is being conducted under contract by the National Association for Foreign Student Affairs (NAFSA). Action-oriented workshops in NAFSA's 12 regions aim to bring population growth considerations to the active attention of more and more foreign students on U.S. campuses.

The success of these workshops has caused NAFSA to review its preliminary objectives and to re-establish the program with global orientation.

The University of Connecticut, among other institutions and organizations, conducts population and family planning workshops to prepare Participants to set up training programs on their return home. Two workshops have already been held in Ghana following such training. A nurse-midwife from Vietnam helped work out lesson plans for a school for nurse-midwives in her home country, and a young family planning administrator from Nepal developed professional staff assignments for various levels of family planning workers after attending Planned Parenthood Association training programs in Chicago.



1. Mrs. Gladys de Fernandez was trained in the USA as an obstetric nurse. On her return to Panama she practices and teaches what she has learned.

Training the Trainers: A New Initiative

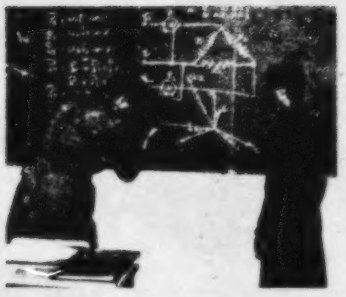
In addition to the on-going programs for training of Participants from lesser developed countries, an important new program has been initiated by the Office of International Training called "The Training of Trainers in Management." The thrust of the program is on the practical use of developed and tested methodology by teams of people who will return to their institutions to train other large groups in management functions. Nowhere in the AID program is the multiplier effect more in evidence.

Conducted for AID by the Civil Service Commission Bureau of Training at its Washington, D.C. headquarters, the program carries out the philosophy of U.S. foreign aid as expressed in its legislation, specifically following the U.S. emphasis on finding broad opportunities to develop the human resources of participating countries.

In the Training of Trainers program, teams of foreign nationals attend sets of courses that deal with supervision; management functions, methods and skills; single and group performance and management objectives.

Through closed circuit television, Participants are able to critique their own presentations in the practice teaching aspect of the training. Directors in this innovative program adapt courses on an individual basis to the home ministry's in-training needs.

Representatives from Afghanistan, Indonesia, Honduras, Costa Rica, Guatemala and El Salvador attended a spring 1974 set of courses which included "Introduction to Supervision" and "Basic Management Functions." Participants represented institutions in their host countries, and since completion of the program have already demonstrated the multiplier effect by providing management training for both the public and private sectors in their home institutions.



1.

2.

1. Returned third country participant illustrates an electrical diagram for one of his students.
2. Pola NOVOA Altamirano, Director of the School of Teaching and Hearing Therapy CENTRO PERUANA DE AUDICION & LENGUAJE)

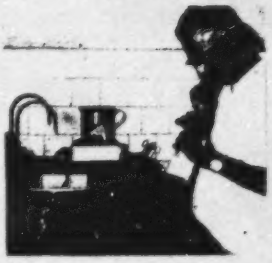
Among other new initiatives in the AID training program is the concern and determination to locate and identify new training resources in the less developed countries and in other countries where development problems are being overcome. Many of these third countries were once active participants in the technical training programs begun by AID over two decades ago. Their achievements in developing institutions and training programs for their own people now make them important contributors to the overall development objectives of other countries.

This new aspect of the AID program begins with an "inventorying" of training institutions to assess the country's needs, to determine the competence of their teaching staffs in subject matter consonant with AID technical or capital assistance projects, and, in some instances, providing a training-of-trainers program.

Following the basic philosophy of the AID program—the development of a country's own manpower—this assessment of resources will rely heavily on the action of the countries and regions for which the program is identified. In Africa, a catalog of training facilities is being developed through the African Training and Research Center in Administration for Development (CAFRAD) to provide the developing countries of the African continent with information on training opportunities.

1. At an Abeokuta (Nigeria) Rice Field Day, two former USAID participants show farmers how to use a small garden tractor with rotary tiller, for preparing land prior to planting upland rice.

2.



3.

Locating New Avenues for Training

2. Mr. Bolaju Adekunle BAMGBOYE, Director of the Communications Media Center at the University of Lagos, checks out a film to a teacher.

3. Mr. Keraiz Verma is responsible for quality control at one of India's biggest milk colonies—The Delhi Milk Scheme. His work has been repeatedly recognized at national level and he has been called upon to train a number of groups at milk projects in different parts of the country.

4. Mr. Lakdar is shown here in his capacity as Agriculture Instructor at one of the Agricultural Schools in Tunisia. He spent seven months in the United States in 1960 studying Agricultural Extension methods with a group of ten participants. All the participants in his group are now engaged in teaching extension methods to young Tunisian agricultural students.

Complementary Programs Round Out the Experience

The participation of hundreds of organizations and thousands of American volunteers contributes greatly to the success of the U.S. technical assistance program. American hospitality and good will experienced by foreign visitors in the AID training program create a new spirit for change and illustrate to Participants that they **can** make a difference in their own countries.

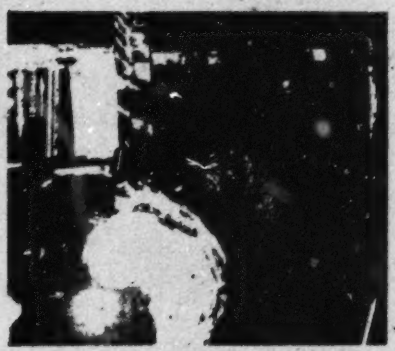
Foreign nationals arriving in this country for extended training receive orientation to the social, economic, political and cultural history of the United States in a program at the Washington International Center offered under contract by AID and other U.S. agencies.

Participants have opportunities to observe the customs, lifestyles and the "grassroots" workings of an American community through volunteer services provided by community organizations which are members of the National Council for Comunity Services to International Visitors (COSERV). AID trainees meet with Mayors, city councils, Kiwanis and Rotary Clubs, religious leaders, Parent-Teacher Associations, the League of Women Voters, cooperatives, city and state officials and community action groups. This contact with all types of people and many kinds of organizations and institutions gives the foreign national additional insight into the role of community action and volunteerism in America and serves to broaden his own horizons for citizen participation at home.

On campuses, the Community Section (COMSEC) of the National Association for Foreign Student Affairs (NAFSA) provides similar contacts and services which help the long-term academic visitor to cope with the day-to-day problems of adjusting to a strange environment over an extended period of time.

Mid-Winter Community Seminars, organized by volunteer groups under the direction of AID, are conducted during the Christmas recess primarily for academic participants. Although the seminars differ from community to community each year, all include orientation and home hospitality emphasizing experiences and participation in community activities.

Special programs are offered in English language training for Participants who require such assistance. For those trainees who will enter academic training programs, "Pre-Academic Workshops" are held which help to prepare the



candidates for studies in U.S. colleges, universities and technical schools. These workshops, conducted annually, undertake to equip the Participants with techniques of preparing written and oral reports, effective study methods, use of libraries, U.S.-style tests and examinations. They also explain campus structure and aspects of on- and off-campus living to help ease the transition into the U.S. academic atmosphere and to make a student's life more enjoyable and rewarding.

A very special and important workshop is attended by Participants at the end of their academic training. Organized by Michigan State University, the workshop deals with communications skills and stresses the necessity for effectively transmitting what has been learned in training on the return to the home country.

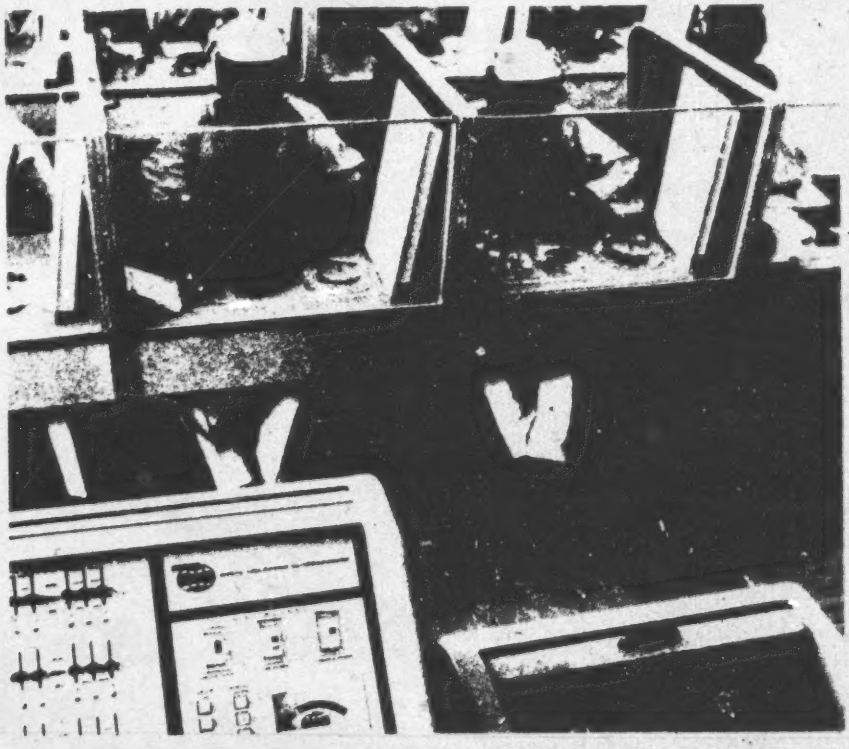
When the Participant in international training has completed his program, he is in a position to help enrich the skills of others and the potential of his own country, and to add to the effectiveness of the program itself. In evaluative interviews at the end of the training period, the Participant has an opportunity to speak out on ways to improve the training program. Comments and suggestions from Participants lead to new programs, new emphases and new directions and are valuable in reconstituting the on-going program for others.

Through follow-up activities such as personal and mail contacts, the publication of Participant Directories, and formal and informal meetings, the Participant is kept abreast of changes and movements in his field after his return to his home country.

AID alumni associations and professional societies serve as a focal point for new programs initiated by the Participants themselves and for recreation and education activities that contribute to reaching the all-important goal of developing human resources.

One such association, formed in 1966 by Participants who had been sponsored for training in the U.S. by AID and other organizations, serves as a center where returnees can contribute technical knowledge to strengthen national development, and encourages activities which facilitate joint host country-U.S. economic and technical cooperation programs.

Conferences, seminars, workshops, lectures and technical exchanges through meetings and papers promote continuing advancement in manpower development under the association's auspices. The group also sponsors orientation programs for AID Participants going abroad for training, arranges home hospitality for AID-supported third country Participants and organizes ceremonies for recognition of achievement.



1. Students make good use of the modern up-to-date language lab at the Advanced Teachers' College in Kano.

The Road to Self Reliance

When the Participant returns home after his training period, his real work begins. It is then that he must accept the challenge to create change and to work toward developing the human resources of his own countrymen. In using and transmitting his skills and knowledge, he works to build institutions, to teach, to manage, to cure, to educate, to solve. He is an architect in the design of his country for traveling the road to self reliance.